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ABSTRACT

A survey sought public opinion on the functions and responsibilities of the schools from the residents of Philadelphia, suburban Philadelphia, New Jersey, and Delaware. The questionnaire provided an opportunity for expression on: (1) what should be the educational priorities of the schools; (2) educational changes for which individuals would be willing to pay higher taxes; and (3) ideas to improve education by changing school policy. Individuals with no children in the public schools were included in the survey. Priority ratings for all questions are presented on tables. An overview of the results indicated that teaching basic skills and values to all students, regardless of their handicaps, should be a higher priority for Delaware Valley schools than teaching computers or the arts. High priority was also assigned to teaching job skills to students not going on to college, and to providing programs for exceptionally bright students. Other high priority items were stricter promotion standards and more stringent discipline. Two-thirds of the respondents indicated they would pay higher taxes to reduce class size in the early grades. A copy of the questionnaire and a brief summary of results are included. (JD)

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SchoolVote

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BASIC SKILLS AND VALUES FOR ALL STUDENTS MORE IMPORTANT THAN COMPUTERS OR ARTS DELAWARE VALLEY SCHOOLVOTE BALLOTS SAY

PHILADELPHIA, Pa., June 26 -- Teaching basic skills and values to all students, regardless of their handicaps, should be a higher priority for Delaware Valley schools than teaching computers or the arts, according to residents who cast ballots in the region's SchoolVote campaign during the last few weeks.

They also assigned high priority to teaching job skills to students who don't go on to college and to providing programs for exceptionally bright students.

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With 93 per cent of an expected 100,000 ballots counted, over 80 per cent of adult residents who voted also indicated that they want the schools to spend much more time teaching reading, writing, and math and to be much stricter about promoting students and enforcing discipline in the classroom.

Two thirds said they would pay higher taxes to reduce class size in the early grades.

The ballot results were released today in a broadcast by WCAU-TV, Philadelphia, a partner in the SchoolVote camapign.

"The results indicate that voters don't want any child to graduate from school without the basic skills needed for a job," said Daniel Yankelovich, public opinion analyst and president of The Public Agenda Foundation, a nonpartisan, nonprofit research and education organization which administered the balloting.

He added that "voters believe a few fundamentals are the keys to making sure that every child has a good start in life." These are one, spending more time on basics, two, enforcing stricter discipline, three, making sure promotion means something, and four, reducing class size for younger students.

In line with their desire for more basic education, 96 per cent of those who cast ballots said that teaching reading, writing and math should be a top priority of the schools, while more than two thirds said that educating all students to their full potential, including the handicapped and gifted, is a top concern.

(MORE)

Sixty-nine per cent said that teaching basic values such as honesty and what is "right" and "wrong" should be a top priority for the schools, while 51 per cent ranked helping students learn about adult responsibilities such as sex, parenting, and alcohol or drug abuse among their most important concerns.

Only 21 per cent said that helping students with personal problems such as a divorce or death in the family should be a top priority.

Seventy-three per cent of respondents said they considered teaching job skills to students not going on to college a top priority for the schools, while 56 per cent said teaching history, geography and foreign language should be a top concern and 55 per cent ranked basic science as a top priority.

Fewer respondents gave high priority ratings to computers, 48 per cent, arts and music, 24 per cent, practical skills such as home economics and driver education, 20 per cent, and sports and clubs, 17 per cent.

When asked if they would pay higher taxes for the schools, 65 per cent said they would pay more taxes to reduce class size to 20 or less in grades one through three. Fifty-eight per cent would pay more to raise teachers' salaries and to expand vocational education.

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At the same time, 53 per cent said they would not pay higher taxes for preschool for all four-year-old children. Respondents split, 43 per cent in favor to 42 per cent against, on whether they would pay higher taxes for preschool education for disadvantaged students.

The Public Agenda administered the balloting as part of SchoolVote, a public information campaign "meant to help citizens learn more about the choices facing the schools and, through the ballot, to tell educational and political leaders about their concerns and priorities," according to Jean Johnson, codirector of the Foundation.

Ballots were distributed beginning June 9 in what Johnson called an "unprecedented cooperative effort" among WCAU-TV, WCAU-AM, and WCAU-FM, The Philadelphia Inquirer, the News-Journal papers of Wilmington, the Philadelphia Tribune, The Press of Atlantic City, and two Spanish-language newspapers, La Actualidad and Community Focus. The newspapers carried the ballot while WCAU-TV and its related radio stations encouraged residents to fill out and return their ballots.

"The full resources of our television station together with those of our sister radio stations were put behind issues in education," said Steve Cohen, vice president and general manager of WCAU-TV. He estimated that 5.6 million people, or 90 per cent of Delaware Valley residents, were reached by WCAU-TV's 783 public service announcements, 97 promotional messages and what he called an "unprecedented 13 hours of live and recorded programming, featuring several of the station's top correspondents, including anchorman Larry Kane."

(MORE)

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The SchoolVote campaign began in April and included in addition to broadcast programming, public service ads in The Inquirer and the News-Journal papers, a newspaper supplement, news stories, editorials, and nearly 100 community meetings throughout the Delaware Valley. The Public Agenda's documentary, "What Should We Do in School Today?" was shown at the community meetings and on WHYY-TV 12.

Villanova University also conducted a study of suburban students' and residents views of teaching as a profession as part of the campaign.

"We tried to use as many ways as possible to allow people to hear about the schools, read about the schools and think about the schools, and then to ask them what they think should be done," Johnson said.

"We're gratified that nearly 100,000 people in the Delaware Valley cared enough about their schools to fill out long, detailed ballots and add their voices to this important dialogue between the public and education leaders," Yankelovich said.

"SchoolVote is not a scientific random sampling of public opinion," he added. "But it does tell us what people who thought about the issue and who cared enough to send in a ballot want from their schools."

(MORE)

Sixty-five per cent of those who sent in ballots wanted the schools to seek more parental involvement in education and 61 per cent of the respondents wanted the schools to seek as much support as possible from corporations and the business community. Twenty-one per cent said schools should not go to businesses for support and 17 per cent said they couldn't decide.

"In a campaign that asks people to think carefully about very difficult choices," Johnson said, "it's not surprising to find that 15 per cent or more of the people who responded aren't yet sure what they think about a particular choice. They're still thinking, and that's precisely what we asked them to do."

While 43 per cent thought teachers should get raises only if they receive good evaluations and 39 per cent rejected the idea, 18 per cent of respondents said they weren't sure about it. Fifteen per cent were unsure about paying higher taxes for expanded preschool for disadvantaged students.

The campaign was supported by grants from Bell of Pennsylvania, the Bohen Foundation, the DuPont Company, GTE, Hercules, Inc., the Kettering Foundation, the John and Mary R. Markle Foundation, Merck, Sharp & Dohme, and the Packard Press.

Philadelphia Mayor Wilson Goode, Camden Mayor Melvin Primas, Wilmington Mayor Dan Frawley, Congressmen Tom Carper of Delaware, Jim Florio of Camden, and Bob Edgar of suburban Philadelphia endorsed the campaign along with other school and community leaders. In addition, over 100 school districts participated in the campaign.

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SchoolVote

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This is your official SchoolVote ballot. Your leaders want to know what you think should be done about education here in the Delaware Valley.

In the past several weeks, SchoolVote has been working to let citizens know more about the problems and issues facing our schools. Now it's time to hear from you. Please complete your ballot and mail it—or drop it off at your local WaWa Food Market or participating Pizza Hut Stores by **Thursday, June 13.** To receive additional ballots, call 215-SCHOOL-1. (out of town, call collect).

SchoolVote is a joint community affairs project of The Philadelphia Inquirer and Philadelphia Newspapers, Incorporated, WCAU-TV-AM-FM, The Philadelphia Tribune Company, La Actualidad, Community Focus, The Press of Atlantic City and, in Delaware, The News-Journal Company, as well as The Public Agenda Foundation, a nonprofit, nonpartisan research and educational organization with headquarters at 6 East 39th Street, New York, NY 10016 (telephone 212-686-6610). SchoolVote is a nonpartisan public service effort funded in part by the John and Mary R. Markle Foundation, the Kettering Foundation, and GTE in addition to Delaware Valley foundations, businesses and civic groups. You can reach SchoolVote at WCAU, City Line Avenue and Monument Road, Philadelphia, PA 19131, or call 215-SCHOOL-1.

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PART I. Where do you live?

Philadelphia ☐ Suburban Philadelphia ☐ New Jersey ☐ Delaware ☐

Do you have children in the public schools?

Yes ☐ No ☐

PART II. What do we want our schools to do? Some people say the schools must set priorities and can't do all we ask. Here is a list of what we ask of schools. For each item, mark if it is very important, a **top** priority; important, but a **middle** priority; less important, a **low** priority.

The schools should help students learn:	Priority Top	Middle	Low
1. To read, write and use mathematics for everyday problems	☐	☐	☐
2. Practical skills such as home economics and driver education	☐	☐	☐
3. Basic values such as honesty, and what is "right" and "wrong"	☐	☐	☐
4. About the world through history, geography and foreign language	☐	☐	☐
5. Job skills for those not going to college through vocational education and other programs	☐	☐	☐
6. Up to their full potential, including those with learning and physical disabilities	☐	☐	☐
7. In their native language and English so they won't fall behind while they're learning English	☐	☐	☐
8. To appreciate and participate in the arts, music, and theater	☐	☐	☐
9. To deal with adult responsibilities and problems such as sex, marriage, parenting, personal finances, alcohol and drug abuse	☐	☐	☐
10. About the requirements and rewards of different jobs and careers through guidance counseling	☐	☐	☐
11. To cope with personal problems such as divorce or a death in the family	☐	☐	☐
12. To understand and use computers	☐	☐	☐
13. About basic science including biology, chemistry and physics	☐	☐	☐
14. To develop their outside interests through sports and clubs	☐	☐	☐
15. As much as their ability permits, including gifted or exceptionally bright students	☐	☐	☐

(Over)

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PART III. Here are some ideas to improve education that would mean spending more money. For each, mark whether it is something you'd pay more taxes for or not something you'd pay more taxes for.

		Worth More Taxes	Not Worth More Taxes	Not Sure
1. Reduce class size to 25 students or less in grades 1 to 3. PRO: Very young children need more individual attention.	CON: This would mean increasing the number of teachers and classrooms.	☐	☐	☐
2. Raise the level of pay for teachers. PRO: To attract and keep good teachers, we need to pay them more.	CON: Teachers get the summer off; they are paid fairly now.	☐	☐	☐
3. Expand vocational education to prepare students for future employment. PRO: It helps students who don't go to college get jobs.	CON: Vocational education is too narrow and specific; students should learn basic skills that can be used in any job.	☐	☐	☐
4. Make it possible for more disadvantaged children to attend preschool. PRO: These programs are a good investment because children who attend them do better later on.	CON: Programs like Head Start already help the children who need it most.	☐	☐	☐
5. Offer preschool for all four-year-old children. PRO: Children will learn more if they can start school as early as possible.	CON: Families give children the best preparation for school.	☐	☐	☐

PART IV. Here are some other ideas to improve education by changing school policy. For each, mark whether it is something we should do now, or something we should not do.

		Do Now	Don't Do	Not Sure
6. Be much stricter about promoting students who have not mastered what they should have. PRO: It doesn't help students to promote them when they haven't learned what they need to.	CON: This will lead to more drop outs and to more extra help for those who are left back.	☐	☐	☐
7. Enforce stricter discipline, even if that means suspending students from school. PRO: A few students should not be allowed to disrupt the learning of others.	CON: Suspension cuts students off from all learning, including how to behave.	☐	☐	☐
8. Give raises to teachers only if they receive good evaluations. PRO: Teachers should be paid on the basis of their performance.	CON: It's hard, if not impossible, to determine what makes a "good" teacher and so there's a danger such evaluations will be based on favoritism and politics.	☐	☐	☐
9. Encourage schools to seek as much support as possible from corporations and the business community. PRO: The business community can help with teaching, curriculum, and financing.	CON: Too much involvement could give business too much influence over the schools.	☐	☐	☐
10. Spend much more time teaching reading, writing and math. PRO: Schools' first priority is to make sure all students master basic skills.	CON: Basic skills are only part of education; more time on basics may mean less time for subjects such as music, art and foreign language.	☐	☐	☐
11. Require schools to reach out to increase parental involvement. PRO: Parental involvement is so critical, it's worth the effort and expense for schools to reach out.	CON: Schools are already doing all they can; parents must take more responsibility themselves.	☐	☐	☐

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SchoolVote
c/o WCAU
City Line Avenue and Monument Road
Philadelphia, PA 19131

SchoolVote
Balloting Results
July, 1985

SchoolVote was supported by grants from Bell of Pennsylvania, the Bohen Foundation, the DuPont Company, GTE, Hercules, Inc., the Kettering Foundation, the John and Mary R. Markle Foundation, Merck, Sharp & Dohme, and the Packard Press. SchoolVote is a joint community affairs project of The Philadelphia Inquirer and Philadelphia Newspapers, Incorporated, WCAU-TV-AM/FM, The Philadelphia Tribune Company, La Actualidad, Community Focus, The Press of Atlantic City and, in Delaware, The News-Journal Company and The Public Agenda Foundation.

TABLE 1: THE MISSION OF THE SCHOOLS -- ALL RESPONDENTS*

Priority Rating The Schools Should Help Students Learn:	Top %	Middle %	Low %
1. To read, write and use mathematics for everyday problems	96	4	1
2. Up to their full potential, including those with learning and physical disabilities	75	22	4
3. Job skills for those not going to college through vocational education and other programs	73	23	4
4. As much as their ability permits, including gifted or exceptionally bright students	68	27	5
5. Basic values such as honesty, and what is "right" and "wrong"	68	24	7
6. About the world through history, geography, and foreign language	56	39	6
7. About basic science including biology, chemistry, and physics	55	37	8
8. To deal with adult responsibilities and problems such as sex, marriage, parenting, personal finances, alcohol and drug abuse	51	37	12
9. To understand and use computers	48	42	10
10. About the requirements and rewards of different jobs and careers through guidance counseling	41	46	13
11. In their native language and English so they won't fall behind while they're learning English	31	41	29
12. To appreciate and participate in the arts, music, and theater	24	52	23
13. To cope with personal problems such as divorce or a death in the family	21	46	33
14. Practical skills such as home economics and driver education	20	52	28
15. To develop their outside interests through sports and clubs	18	51	32

* Based on 99,625 returns; does not include 3,941 high school student returns.

TABLE 2: VIEWS ABOUT CHANGES IN EDUCATION -- ALL RESPONDENTS*

Part I: Changes Requiring A Tax Increase	Worth More Taxes %	Not Worth More Taxes %	Not Sure %
1. Reduce class size to 20 students or less in grades 1 to 3	65	26	9
2. Raise the level of pay for teachers	59	31	10
3. Expand vocational education to prepare students for future employment	58	30	12
4. Make it possible for more disadvantaged children to attend preschool	43	42	15
5. Offer preschool for all four-year-old children	36	52	12
Part II: Changes In School Policy	**Do Now %**	**Don't Do %**	**Not Sure %**
1. Be much stricter about promoting students who haven't mastered what they should have	84	9	6
2. Spend much more time teaching reading, writing and math	82	13	6
3. Enforce stricter discipline, even if that means suspending students from school	82	12	6
4. Require schools to reach out to increase parental involvement	66	24	10
5. Encourage schools to seek as much support as possible from corporations and the business community	61	21	17
6. Give raises to teachers only if they receive good evaluations	43	39	18

* Based on 99,625 returns; does not include 3,941 high school student returns.

TABLE 3: THE MISSION OF THE SCHOOLS
COMPARATIVE RESULTS AMONG THE FOUR REGIONS WHERE BALLOTS WERE DISTRIBUTED*

Should Be A Top Priority That The Schools Help Students Learn:	Total	Phila.	Suburb/Ph.	N.J.	Del.
	%	%	%	%	%
1. To read, write and use mathematics for everyday problems	96	98	95	95	98
2. Up to their full potential, including those with disabilities	75	79	70	76	76
3. Job skills for those not going to college through voc. ed., etc.	73	78	73	70	66
4. As much as their ability permits, including gifted students	68	72	63	67	71
5. Basic values	68	71	67	68	66
6. About the world through history, geography, and foreign language	56	59	54	52	60
7. About basic science	55	57	55	50	64
8. To deal with adult responsibilities and problems	51	55	47	54	44
9. To understand and use computers	48	51	46	48	46
10. About different careers through guidance counseling	41	47	36	40	37
11. In their native language and English so they won't fall behind	31	37	26	32	22
12. To appreciate and participate in the arts	24	28	23	23	22
13. To cope with personal problems	21	21	19	24	16
14. Practical skills such as home economics and driver education	20	21	19	20	20
15. To develop outside interests through sports and clubs	18	17	17	19	15

* Philadelphia respondents -- 27,272; suburban Philadelphia -- 33,530; New Jersey -- 24,144; Delaware -- 7,022; did not indicate -- 7,657.

TABLE 4: THE MISSION OF THE SCHOOLS
COMPARATIVE RESULTS AMONG ALL RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

Should Be A Top Priority That The Schools Help Students Learn:	Total %	Children in School %	No Children in School %
1. To read, write and use mathematics for everyday problems	96	95	97
2. Up to their full potential, including those with disabilities	75	76	74
3. Job skills for those not going to college through voc. ed., etc.	73	74	71
4. As much as their ability permits, including gifted students	68	69	67
5. Basic values	68	67	70
6. About the world through history, geography, and foreign language	56	55	56
7. About basic science	55	56	54
8. To deal with adult responsibilities and problems	51	51	51
9. To understand and use computers	48	53	43
10. About different careers through guidance counseling	41	43	38
11. In their native language and English so they won't fall behind	31	31	30
12. To appreciate and participate in the arts	24	26	22
13. To cope with personal problems	21	22	20
14. Practical skills such as home economics and driver education	20	21	19
15. To develop outside interests through sports and clubs	18	19	16

* Respondents with children in school -- 47,145; without children in school -- 40,814; did not indicate -- 11,666.

TABLE 5: VIEWS ABOUT CHANGES IN EDUCATION
COMPARATIVE RESULTS AMONG THE FOUR REGIONS WHERE BALLOTS WERE DISTRIBUTED*

Part I: Changes Requiring A Tax Increase	Worth More Taxes				
	Total	Phila.	Suburb/Ph.	N.J.	Del.
	%	%	%	%	%
1. Reduce class size to no more than 20	65	64	63	67	71
2. Raise teachers pay	59	54	58	62	66
3. Expand vocational education	58	62	57	57	49
4. Provide more preschool for disadvantaged children	43	51	37	44	39
5. Provide preschool for all four-year-olds	36	47	28	35	30

Part II: Changes In School Policy We Should Make Now	Agree				
	Total	Phila.	Suburb/Ph.	N.J.	Del.
	%	%	%	%	%
1. Be stricter about promoting students	84	88	85	79	86
2. Enforce stricter discipline	82	87	82	77	84
3. Spend much more time teaching reading, writing and math	82	85	81	81	82
4. Require schools to increase parental involvement	66	70	63	63	64
5. Encourage schools to seek support from corporations and the business community	61	67	61	54	63
6. Give raises to teachers only if they receive good evaluations	43	39	46	42	48

* Philadelphia respondents -- 27,272; suburban Philadelphia -- 33,530; New Jersey -- 24,144; Delaware -- 7,022; did not indicate -- 7,657.

TABLE 6: VIEWS ABOUT CHANGES IN EDUCATION
COMPARATIVE RESULTS AMONG ALL RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL

Part I: Changes Requiring A Tax Increase	Total	Worth More Taxes: Children in School	Worth More Taxes: No Children in School
	%	%	%
1. Reduce class size to no more than 20	65	69	61
2. Raise teachers pay	59	61	56
3. Expand vocational education	58	60	55
4. Provide more preschool for disadvantaged children	43	43	43
5. Provide preschool for all four-year-olds	36	37	34

Part II: Changes In School Policy We Should Make Now	Total	Agree: Children in School	Agree: No Children in School
	%	%	%
1. Be stricter about promoting students	84	84	86
2. Enforce stricter discipline	82	81	84
3. Spend much more time teaching reading, writing and math	82	81	83
4. Require schools to increase parental involvement	66	65	66
5. Encourage schools to seek support from corporations and the business community	61	60	63
6. Give raises to teachers only if they receive good evaluations	43	44	43

* Respondents with children in school -- 47,145; without children in school -- 40,814; did not indicate -- 11,666.

TABLE 7: THE MISSION OF THE SCHOOLS -- PHILADELPHIA RESPONDENTS*

The Schools Should Help Students Learn:	Priority Rating Top %	Middle %	Low %
1. To read, write and use mathematics for everyday problems	98	2	--
2. Up to their full potential, including those with learning and physical disabilities	79	18	3
3. Job skills for those not going to college through vocational education and other programs	78	19	3
4. As much as their ability permits, including gifted or exceptionally bright students	72	23	5
5. Basic values such as honesty, and what is "right" and "wrong"	71	22	7
6. About the world through history, geography, and foreign language	59	36	5
7. About basic science including biology, chemistry, and physics	57	35	8
8. To deal with adult responsibilities and problems such as sex, marriage, parenting, personal finances, alcohol and drug abuse	55	33	13
9. To understand and use computers	51	39	10
10. About the requirements and rewards of different jobs and careers through guidance counseling	47	40	13
11. In their native language and English so they won't fall behind while they're learning English	37	37	26
12. To appreciate and participate in the arts, music, and theater	28	49	23
13. Practical skills such as home economics and driver education	21	47	33
14. To cope with personal problems such as divorce or a death in the family	21	45	34
15. To develop their outside interests through sports and clubs	17	48	35

* Based on 27,272 Philadelphia returns; does not include high school students.

TABLE 8: THE MISSION OF THE SCHOOLS
PHILADELPHIA RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

Should Be A Top Priority That The Schools Help Students Learn:	Phila. Total %	Children in School %	No Children in School %
1. To read, write and use mathematics for everyday problems	98	97	98
2. Up to their full potential, including those with disabilities	79	81	77
3. Job skills for those not going to college through voc. ed., etc.	78	80	76
4. As much as their ability permits, including gifted students	72	75	70
5. Basic values	71	68	73
6. About the world through history, geography, and foreign language	59	61	57
7. About basic science	57	61	54
8. To deal with adult responsibilities and problems	55	55	54
9. To understand and use computers	51	57	47
10. About different careers through guidance counseling	47	53	43
11. In their native language and English so they won't fall behind	37	39	36
12. To appreciate and participate in the arts	28	33	24
13. To cope with personal problems	21	22	21
14. Practical skills such as home economics and driver education	21	25	17
15. To develop outside interests through sports and clubs	17	19	15

* Among those indicating: Philadelphia respondents with children in school -- 11,479; without children in school -- 14,322.

TABLE 9: VIEWS ABOUT CHANGES IN EDUCATION
PHILADELPHIA RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

Part I: Changes Requiring A Tax Increase	Phila. Total	Children in School	No Children in School
	%	%	%
1. Reduce class size in grades 1 to 3			
WORTH MORE TAXES	64	71	59
NOT WORTH MORE TAXES	28	23	33
2. Expand vocational education			
WORTH MORE TAXES	62	68	57
NOT WORTH MORE TAXES	28	23	32
3. Raise the level of pay for teachers			
WORTH MORE TAXES	54	60	49
NOT WORTH MORE TAXES	37	31	42
4. More preschool for the disadvantaged			
WORTH MORE TAXES	51	56	48
NOT WORTH MORE TAXES	38	34	40
5. Preschool for all four-year-olds			
WORTH MORE TAXES	47	54	41
NOT WORTH MORE TAXES	43	38	48
Part II: Changes In School Policy			
1. Be stricter about promoting students			
DO NOW	88	88	88
DON'T DO	7	8	7
2. Enforce stricter discipline			
DO NOW	87	86	87
DON'T DO	8	9	8
3. More time teaching reading, writing, etc			
DO NOW	85	81	87
DON'T DO	11	14	9
4. Require schools to increase parental involvement			
DO NOW	70	68	72
DON'T DO	22	25	21
5. Have schools seek help from corporations/business			
DO NOW	67	67	66
DON'T DO	18	17	19
6. Raise teachers' pay if they receive good evaluations			
DO NOW	39	36	42
DON'T DO	44	48	40

* Among those indicating: Philadelphia respondents with children in school -- 11,479; without children in school -- 14,322.

TABLE 10: THE MISSION OF THE SCHOOLS -- SUBURBAN PHILADELPHIA RESPONDENTS*

The Schools Should Help Students Learn:	Priority Rating Top %	Middle %	Low %
1. To read, write and use mathematics for everyday problems	95	5	--
2. Job skills for those not going to college through vocational education and other programs	73	23	4
3. Up to their full potential, including those with learning and physical disabilities	70	26	4
4. Basic values such as honesty, and what is "right" and "wrong"	67	26	7
5. As much as their ability permits, including gifted or exceptionally bright students	63	31	6
6. About basic science including biology, chemistry, and physics	55	38	7
7. About the world through history, geography, and foreign language	54	39	6
8. To deal with adult responsibilities and problems such as sex, marriage, parenting, personal finances, alcohol and drug abuse	47	41	12
9. To understand and use computers	46	45	9
10. About the requirements and rewards of different jobs and careers through guidance counseling	36	51	13
11. In their native language and English so they won't fall behind while they're learning English	26	43	31
12. To appreciate and participate in the arts, music, and theater	23	53	24
13. Practical skills such as home economics and driver education	19	53	28
14. To cope with personal problems such as divorce or a death in the family	19	47	34
15. To develop their outside interests through sports and clubs	17	52	30

* Based on 33,530 suburban Philadelphia returns; does not include high school students.

TABLE 11: THE MISSION OF THE SCHOOLS
SUBURBAN PHILADELPHIA RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

Should Be A Top Priority That The Schools Help Students Learn:	Subr. Phila. Total %	Children in School %	No Children in School %
1. To read, write and use mathematics for everyday problems	95	93	97
2. Job skills for those not going to college through voc. ed., etc.	73	75	71
3. Up to their full potential, including those with disabilities	70	70	71
4. Basic values	67	65	70
5. As much as their ability permits, including gifted students	63	63	64
6. About basic science	55	56	55
7. About the world through history, geography, and foreign language	54	53	56
8. To deal with adult responsibilities and problems	47	46	49
9. To understand and use computers	46	50	43
10. About different careers through guidance counseling	36	37	35
11. In their native language and English so they won't fall behind	26	26	26
12. To appreciate and participate in the arts	23	24	22
13. Practical skills such as home economics and driver education	19	20	19
14. To cope with personal problems	19	19	19
15. To develop outside interests through sports and clubs	17	19	16

* Among those indicating: suburban Philadelphia respondents with children in school -- 17,241; without children in school -- 14,235.

TABLE 12: VIEWS ABOUT CHANGES IN EDUCATION
SUBURBAN PHILADELPHIA RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

Part I: Changes Requiring A Tax Increase	Suburb. Phila. Total	Children in School	No Children in School
	%	%	%
1. Reduce class size in grades 1 to 3			
WORTH MORE TAXES	63	66	60
NOT WORTH MORE TAXES	28	24	32
2. Raise the level of pay for teachers			
WORTH MORE TAXES	58	60	56
NOT WORTH MORE TAXES	32	29	35
3. Expand vocational education			
WORTH MORE TAXES	57	59	54
NOT WORTH MORE TAXES	31	29	34
4. More preschool for the disadvantaged			
WORTH MORE TAXES	37	35	39
NOT WORTH MORE TAXES	47	48	46
5. Preschool for all four-year-olds			
WORTH MORE TAXES	28	27	28
NOT WORTH MORE TAXES	60	60	60
Part II: Changes In School Policy			
1. Be stricter about promoting students			
DO NOW	85	84	87
DON'T DO	9	9	8
2. Enforce stricter discipline			
DO NOW	82	80	84
DON'T DO	12	13	10
3. More time teaching reading, writing, etc			
DO NOW	81	79	83
DON'T DO	13	14	12
4. Require schools to increase parental involvement			
DO NOW	63	63	64
DON'T DO	25	25	25
5. Have schools seek help from corporations/business			
DO NOW	61	59	63
DON'T DO	21	21	21
6. Raise teachers' pay if they receive good evaluations			
DO NOW	46	47	45
DON'T DO	35	33	37

* Among those indicating: suburban Philadelphia respondents with children in school -- 17,241; without children in school -- 14,235.

TABLE 13: THE MISSION OF THE SCHOOLS -- NEW JERSEY RESPONDENTS*

The Schools Should Help Students Learn:	Priority Rating Top %	Middle %	Low %
1. To read, write and use mathematics for everyday problems	95	4	--
2. Up to their full potential, including those with learning and physical disabilities	76	20	3
3. Job skills for those not going to college through vocational education and other programs	70	26	4
4. Basic values such as honesty, and what is "right" and "wrong"	68	24	8
5. As much as their ability permits, including gifted or exceptionally bright students	67	27	5
6. To deal with adult responsibilities and problems such as sex, marriage, parenting, personal finances, alcohol and drug abuse	54	36	10
7. About the world through history, geography, and foreign language	52	42	6
8. About basic science including biology, chemistry, and physics	50	42	8
9. To understand and use computers	48	42	9
10. About the requirements and rewards of different jobs and careers through guidance counseling	40	48	12
11. In their native language and English so they won't fall behind while they're learning English	32	42	26
12. To cope with personal problems such as divorce or a death in the family	24	47	29
13. To appreciate and participate in the arts, music, and theater	23	55	22
14. Practical skills such as home economics and driver education	20	57	23
15. To develop their outside interests through sports and clubs	19	53	28

* Based on 24,144 New Jersey returns; does not include high school students.

TABLE 14: THE MISSION OF THE SCHOOLS
NEW JERSEY RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

Should Be A Top Priority That The Schools Help Students Learn:	N.J. Total %	Children in School %	No Children in School %
1. To read, write and use mathematics for everyday problems	95	96	94
2. Up to their full potential, including those with disabilities	76	80	72
3. Job skills for those not going to college through voc. ed., etc.	70	72	67
4. Basic values	68	70	65
5. As much as their ability permits, including gifted students	67	69	65
6. To deal with adult responsibilities and problems	54	54	54
7. About the world through history, geography, and foreign language	52	52	53
8. About basic science	50	52	48
9. To understand and use computers	48	53	40
10. About different careers through guidance counseling	40	42	38
11. In their native language and English so they won't fall behind	32	33	30
12. To cope with personal problems	24	24	23
13. To appreciate and participate in the arts	23	24	22
14. Practical skills such as home economics and driver education	20	19	22
15. To develop outside interests through sports and clubs	19	20	18

* Among those indicating: New Jersey respondents with children in school -- 14,677; without children in school -- 8,264.

TABLE 15: VIEWS ABOUT CHANGES IN EDUCATION NEW JERSEY RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

Part I: Changes Requiring A Tax Increase	N.J. Total	Children in School	No Children in School
	%	%	%
1. Reduce class size in grades 1 to 3			
WORTH MORE TAXES	67	69	63
NOT WORTH MORE TAXES	23	22	26
2. Raise the level of pay for teachers			
WORTH MORE TAXES	62	62	64
NOT WORTH MORE TAXES	25	25	26
3. Expand vocational education			
WORTH MORE TAXES	57	58	56
NOT WORTH MORE TAXES	29	28	30
4. More preschool for the disadvantaged			
WORTH MORE TAXES	44	42	46
NOT WORTH MORE TAXES	40	42	37
5. Preschool for all four-year-olds			
WORTH MORE TAXES	35	35	35
NOT WORTH MORE TAXES	51	52	50
Part II: Changes In School Policy			
1. More time teaching reading, writing, etc			
DO NOW	81	83	78
DON'T DO	13	11	15
2. Be stricter about promoting students			
DO NOW	79	80	78
DON'T DO	12	11	14
3. Enforce stricter discipline			
DO NOW	77	78	76
DON'T DO	15	14	16
4. Require schools to increase parental involvement			
DO NOW	63	65	60
DON'T DO	25	23	28
5. Have schools seek help from corporations/business			
DO NOW	54	54	55
DON'T DO	24	24	24
6. Raise teachers' pay if they receive good evaluations			
DO NOW	42	45	38
DON'T DO	38	35	45

* Among those indicating: New Jersey respondents with children in school -- 14,677; without children in school -- 8,264.

TABLE 16: THE MISSION OF THE SCHOOLS -- DELAWARE RESPONDENTS*

The Schools Should Help Students Learn:	Priority Rating Top %	Middle %	Low %
1. To read, write and use mathematics for everyday problems	98	2	--
2. Up to their full potential, including those with learning and physical disabilities	76	21	4
3. As much as their ability permits, including gifted or exceptionally bright students	71	24	5
4. Job skills for those not going to college through vocational education and other programs	66	29	4
5. Basic values such as honesty, and what is "right" and "wrong"	66	25	9
6. About basic science including biology, chemistry, and physics	64	31	5
7. About the world through history, geography, and foreign language	60	37	4
8. To understand and use computers	46	44	11
9. To deal with adult responsibilities and problems such as sex, marriage, parenting, personal finances, alcohol and drug abuse	44	40	17
10. About the requirements and rewards of different jobs and careers through guidance counseling	37	47	16
11. To appreciate and participate in the arts, music, and theater	22	55	23
12. In their native language and English so they won't fall behind while they're learning English	22	41	37
13. Practical skills such as home economics and driver education	20	54	26
14. To cope with personal problems such as divorce or a death in the family	16	42	42
15. To develop their outside interests through sports and clubs	15	50	35

* Based on 7,022 total Delaware returns; does not include high school students.

TABLE 17: THE MISSION OF THE SCHOOLS
DELAWARE RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

Should Be A Top Priority That The Schools Help Students Learn:	Del. Total %	Children in School %	No Children in School %
1. To read, write and use mathematics for everyday problems	98	98	98
2. Up to their full potential, including those with disabilities	76	78	74
3. As much as their ability permits, including gifted students	71	73	70
4. Job skills for those not going to college through voc. ed., etc.	66	68	65
5. Basic values	66	65	67
6. About basic science	64	64	63
7. About the world through history, geography, and foreign language	60	58	61
8. To understand and use computers	46	53	39
9. To deal with adult responsibilities and problems	44	46	42
10. About different careers through guidance counseling	37	40	34
11. In their native language and English so they won't fall behind	22	24	20
12. To appreciate and participate in the arts	22	24	20
13. Practical skills such as home economics and driver education	20	21	20
14. To cope with personal problems	16	18	14
15. To develop outside interests through sports and clubs	15	17	14

* Among those indicating: Delaware respondents with children in school -- 3,317; without children in school -- 3,558.

TABLE 18: VIEWS ABOUT CHANGES IN EDUCATION DELAWARE RESPONDENTS WITH/WITHOUT CHILDREN IN SCHOOL*

	Del. Total	Children in School	No Children in School
	%	%	%
Part I: Changes Requiring A Tax Increase			
1. Reduce class size in grades 1 to 3			
WORTH MORE TAXES	71	76	67
NOT WORTH MORE TAXES	22	19	25
2. Raise the level of pay for teachers			
WORTH MORE TAXES	66	67	65
NOT WORTH MORE TAXES	25	24	27
3. Expand vocational education			
WORTH MORE TAXES	49	51	47
NOT WORTH MORE TAXES	38	36	39
4. More preschool for the disadvantaged			
WORTH MORE TAXES	39	38	40
NOT WORTH MORE TAXES	46	48	45
5. Preschool for all four-year-olds			
WORTH MORE TAXES	30	31	28
NOT WORTH MORE TAXES	59	59	60
Part II: Changes In School Policy			
1. Be stricter about promoting students			
DO NOW	86	84	88
DON'T DO	8	9	8
2. Enforce stricter discipline			
DO NOW	84	81	86
DON'T DO	11	12	9
3. More time teaching reading, writing, etc			
DO NOW	82	80	84
DON'T DO	13	14	11
4. Require schools to increase parental involvement			
DO NOW	64	64	64
DON'T DO	26	26	26
5. Have schools seek help from corporations/business			
DO NOW	63	61	64
DON'T DO	21	22	21
6. Raise teachers' pay if they receive good evaluations			
DO NOW	48	49	48
DON'T DO	35	34	36

* Among those indicating: Delaware respondents with children in school -- 3,317; without children in school -- 3,558.

TABLE 19: THE MISSION OF THE SCHOOLS
COMPARATIVE RESULTS AMONG ALL RESPONDENTS AND HIGH SCHOOL STUDENTS

Should Be A Top Priority That The Schools Help Students Learn:	Total* %	High School Student Total** %
1. To read, write and use mathematics for everyday problems	96	82
2. Up to their full potential, including those with disabilities	75	58
3. Job skills for those not going to college through voc. ed., etc.	73	56
4. As much as their ability permits, including gifted students	68	52
5. Basic values	68	45
6. About the world through history, geography, and foreign language	56	32
7. About basic science	55	32
8. To deal with adult responsibilities and problems	51	59
9. To understand and use computers	48	39
10. About different careers through guidance counseling	41	39
11. In their native language and English so they won't fall behind	31	36
12. To appreciate and participate in the arts	24	17
13. To cope with personal problems	21	27
14. Practical skills such as home economics and driver education	20	25
15. To develop outside interests through sports and clubs	18	30

* Based on 99,625 returns: does not include high school students.
** Based on 3,941 high school student returns.

TABLE 20: VIEWS ABOUT CHANGES IN EDUCATION
COMPARATIVE RESULTS AMONG ALL RESPONDENTS AND HIGH SCHOOL STUDENTS

Part I: Changes Requiring A Tax Increase	Total* %	High School Student Total** %
1. Reduce class size in grades 1 to 3		
WORTH MORE TAXES	65	44
NOT WORTH MORE TAXES	26	32
2. Raise the level of pay for teachers		
WORTH MORE TAXES	59	39
NOT WORTH MORE TAXES	31	39
3. Expand vocational education		
WORTH MORE TAXES	58	45
NOT WORTH MORE TAXES	30	32
4. More preschool for the disadvantaged		
WORTH MORE TAXES	43	45
NOT WORTH MORE TAXES	42	29
5. Preschool for all four-year-olds		
WORTH MORE TAXES	36	36
NOT WORTH MORE TAXES	52	40
Part II: Changes In School Policy		
1. Be stricter about promoting students		
DO NOW	84	49
DON'T DO	9	31
2. More time teaching reading, writing, etc		
DO NOW	82	58
DON'T DO	13	23
3. Enforce stricter discipline		
DO NOW	82	40
DON'T DO	12	41
4. Require schools to increase parental involvement		
DO NOW	66	47
DON'T DO	24	29
5. Have schools seek help from corporations/business		
DO NOW	61	46
DON'T DO	21	25
6. Raise teachers' pay if they receive good evaluations		
DO NOW	43	40
DON'T DO	39	36

* Based on 99,625 returns: does not include high school students.
** Based on 3,941 high school student returns.

TABLE 21
TOTAL NUMBER AND PERCENTAGE OF RETURNS

TOTAL RETURNS*	NUMBER	PERCENT OF TOTAL
	103,566	100
Region (among those indicating)		
Philadelphia	27,272	30
Suburban Philadelphia	33,530	36
New Jersey	24,144	26
Delaware	7,022	8
Children in Public School (among those indicating)		
Yes, children in public school	47,145	54
No children in public school	40,814	46
Region/Children in Public School (among those indicating)		
Philadelphia, children in school	11,479	44
Philadelphia, no children in school	14,322	56
Suburban Phila., children in school	17,241	55
Suburban Phila., no children in school	14,235	45
N.J., children in school	14,677	64
N.J., no children in school	8,264	36
Del., children in school	3,317	48
Del., no children in school	3,558	52
High School Students		
High school students	3,941	

* Includes 3,941 returns from high school students.